

School Improvement Grants

School Level Section

Tiers I, II, and III

Name of School: Axtell Park Immersion Center					Grades Served: 6-8		
TIER I	TIER II	INTERVENTION				Tier III	Intervention
		turnaround	restart	closure	transformation		
X		X					

DESCRIPTIVE INFORMATION

- (1) The LEA has analyzed the needs of the school and selected an intervention for the school
- a. List the members and positions of the committee that conducted the needs assessment and determined the outcome. *(Your answer must include the following: A list of the names of the members of the committee. The position within the district that each person is representing, The committee must include a broad range of stakeholders including administrators, teachers, program directors, community members, and parents);*

Dr. Pam Homan, Superintendent
 Dr. Fred Aderhold, Assistant Superintendent
 Steve Cain, Immersion Center Principal
 JoJean Callison, Axtell Park Middle School Assistant Principal
 Kevin Dick, District ELL Coordinator
 Ann Smith, Federal Programs Coordinator
 Susan Torres, Immersion Center Teacher
 Melissa Grogan-Honkomp, Immersion Center Teacher
 Stephanie Ayers, Immersion Center Teacher
 Adil Abdulhassan, Parent
 Jean-Claude Diaminda, Parent
 Donna Magnusson, Lutheran Social Services

- b. Indicate the data sources that were analyzed as part of the district's comprehensive needs assessment designed for the purpose of the SIG application. *(Your answer must address data within each of the four lenses: Student, teacher, program, and community and parent.*

Student data: Demographic information including years in US and Ethnicity/national origin; Achievement data including 1) most recent WIDA Placement score or WIDA ACCESS score 2) DRA scores 3) Lexile scores from System 44; social skills factors as reported by classroom teachers; SPED referrals
 Teacher data: certification of existing staff; professional development completed and survey of needs
 Program data: daily class schedule; District AMAO performance; Axtell Immersion Center Schoolwide plan

Community and Parent: report from Office of Refugee Resettlement audit conducted November 2009; parent interviews; attendance at parent-teacher conferences

c. Describe the process used to complete the district's comprehensive needs assessment (CNA) conducted for the purpose of the SIG application. *(Your answer must include the following: **WHEN** the comprehensive needs assessment was conducted, give date (must be completed between February and application submission); **WHO** was involved with the analysis of the data; and **HOW** the comprehensive needs assessment was accomplished.*

Dr. Pam Homan, Dr. Fred Aderhold, Kevin Dick, Steve Cain, and Ann Smith met on March 2, 2010 to discuss the four models required for Tier 1 schools as defined in the School Improvement Grant. At this meeting, the group reviewed the Immersion Center's current staffing and instructional program. On March 29, 2010, a committee consisting of Immersion Center teachers Susan Torres, Melissa Honkomp-Grogan, and Stephanie Ayers; Parents Jean-Claude Diaminda and Adil Abdulhassan; Axtell Park Middle School Assistant Principal JoJean Callison and Federal Programs Coordinator Ann Smith analyzed student and teacher data. On April 8, 2010, ELL Coordinator Kevin Dick and Federal Programs Coordinator Ann Smith met with Donna Magnusson to review the report from the Office of Refugee Resettlement audit conducted in November 2009.

d. Broadly describe the results of that review (specifics for each school will be outlined in the school sections). *Summarize the results of the CNA for this school.*

Student data: Most students have been in the US for the same number of years that they have been in school and in the Immersion Center. Students show growth in reading performance after one year of instruction, with an average increase on the DRA of 2.3. The 20 students who have participated in System 44 show an average increase in Lexile score of 75.3, which is slightly less than one full grade level. 75% of the students are from African, East Asian or Pacific Island countries, which means they are least likely to have a formal experience with school. 90% of the students have a WIDA score of less than 2, placing them at an emergent or pre-emergent level of language acquisition. Students whose progress is delayed beyond what is expected due to language barriers are referred for testing to determine if there is a learning disability.

Teacher data: One teacher has an ENL endorsement. All three teachers are highly qualified to teach language arts. One teacher will complete her ENL endorsement this summer. Two teachers have participated in System 44 training. Professional Development needs include Differentiation; Strategies for hands-on, project-based learning; and ongoing training with System 44.

Program data: Students are integrated with the Axtell Park Middle School students for PROtime, art, music, information and computer technology, and physical education classes. The Immersion Center curriculum is a thematic curriculum focusing on vocabulary and

language acquisition. It includes math and science vocabulary, but is not aligned to middle school math, science or social studies standards. Students showing the greatest gap in reading skills are placed in System 44. Teachers use guided reading groups. When students achieve a 2nd grade reading level and have achieved the necessary language and social skills or after 2 years, whichever comes first, they “graduate” from the Immersion Center to Sheltered ELL classes at Whittier and Axtell Park Middle Schools. 20% of the students are in their second year at the Immersion Center.

Community and Parent data: The audit from the Office of Refugee Resettlement commended the school district for excellent intra-school and interschool collaboration as well as effective partnership between the school and Lutheran Social Services. Two concerns that were noted included a serious need to mental health services for refugee students and a need to help refugee parents develop a greater understanding of the purpose of parent teacher conferences. Over 95% of the parents attend conferences, but they need to be encouraged to speak up about their needs. Parents encouraged using community leaders within the various immigrant communities to help further communication with ELL families.

e. List the strengths and weaknesses for this school based on the results of the comprehensive needs assessment. *These should be brief statements or phrases. Prioritize the areas that will be addressed with SIG funds.*

The * indicates areas that will be addressed with SIG funds.

Strengths: *System 44 and guided reading/pull-out groups; integration with Axtell Park Middle School students; parent attendance at conferences; ability to distinguish language barriers from learning barriers so students are appropriately identified for special education services.

Weaknesses: *no highly qualified math instructor; *no highly qualified science instructor; *ELL curriculum not aligned with middle school standards; *lack of training for staff on manifestations of trauma; mentor program for ELL students within refugee/immigrant community; *need for more training on differentiation and integrating language acquisition with content standards; *parent ability to support their child’s learning and maintain effective parental supervision.

f. Provide the rationale the district used to commit to serve this school with SIG funds. *Why is this school served?*

The Axtell Park Immersion Center is a Title I school that has been identified by the state as “Persistently Lowest Achieving”.

- (2) The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. *Describe*

the district's capacity to implement the selected intervention model. Indicate resources available to the district such as human capital, funding sources, partnerships, etc. that ensure the district's capacity to implement the chosen model for this school. Differentiate what has already taken place and detailed plans for the future.

The Sioux Falls School District has selected the Turnaround Model as the intervention for the Axtell Immersion Center. As the largest school district in the state, the District attracts high quality candidates for teaching and administrative positions. Augustana College is located nearby and offers the coursework for the ENL endorsement and resources for ongoing professional development. In addition, the District partners with the University of South Dakota, South Dakota State University, Dakota State University, Augustana College and the University of Sioux Falls for professional development, including offering graduate credit to teachers at a reduced rate.

The District is working with Lutheran Social Services to develop a plan for training staff in the manifestations of trauma and providing counseling to students who are impacted by experiences of trauma.

The District will interview and select a highly qualified math teacher and a highly qualified science teacher from among the pool of applicants to serve the Immersion Center students. The Middle School Curriculum Coordinator will work with the Immersion Center teachers to revise and align the Immersion Center curriculum with middle school math, science, and social studies standards.

The District will continue to leverage funding from local, state and federal sources to meet the needs of the Immersion Center program. Currently a United Way grant provides funding for a School Home liaison and local and state funds provide teaching staff for the Immersion Center at a 24:1 ratio. The District will increase oversight efforts of the Immersion Center program due to a reorganization of Administrative responsibilities.

- (3) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality. *Indicate the process used up to this point for selection of external providers. Provide a detailed plan for this process in the future. Who will be involved in the selection procedure? What criteria have been set?*

Not Applicable.

The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements. Check the intervention model and answer the questions pertaining to the intervention model chosen for this Tier I or II school. If this is a Tier III school, complete if using one of the four intervention models or skip to question #7.

➤ **The Turnaround Model**

Section I.A.2(a)

1. Describe the process the district will use to replace the principal and the operational flexibility the new principal will be given. [Section I.A.2(a)(i)]

- *When will the contract with the current principal end?*
- *What criteria will be used in selecting a new principal?*
- *What is the process that will be used to select the new principal?*
- *Who will be involved in the decision making?*
- *When will the process take place? If the principal has been replaced recently, describe the circumstances and process.*
- *How will the principal be Included in staffing, calendars/time, and budgeting*
- *How will this flexibility help the new principal implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates?*

The contract with the current principal will end July 1. A new principal, who will also serve as the Assistant Principal of Axtell Park Middle School, will be selected based on his or her ability as an instructional leader including a commitment to frequent informal observations in the classroom with quality feedback to teachers. Candidates with experience with English Language Learners will be preferred. A minimum of four years of teaching at the middle school level will be required.

The position is currently posted and interviews will be conducted in early April. The Superintendent, Assistant Superintendent, Middle School Curriculum Coordinator, a middle school principal, a middle school instructional coach and representatives from the middle school staff will assist with interviewing and selecting. The final selection decision will be made by the Superintendent and Assistant Superintendent.

The principal will assume responsibility for the Immersion Center program when his or her contract begins on July 1. The calendar and hours for the 2010-11 school year will already be in place, but the new principal will have the ability to determine summer school schedules, determine if extending the day during the school year is appropriate, and work with the ELL Coordinator, Federal Programs Coordinator, and Middle School Curriculum Coordinator to adjust budget allocations as appropriate. The principal will evaluate staff and make recommendations for transfers or dismissal if performance is not up to standard. As the Assistant Principal of Axtell Park Middle School, the principal will work closely with the Principal of Axtell Park Middle School to integrate students with their English-speaking peers when appropriate. Formerly the Principal of

Axtell Park Middle School was also the principal of the Axtell Immersion Center. The Assistant Principal will have more time to spend in the Immersion Center classrooms and will have the opportunity to demonstrate their leadership in running a challenging program. The new principal will bring a fresh outlook to the Immersion Center program and will have the flexibility to develop the schedule and implement a fully aligned curriculum to best meet the needs of the students. The principal will have the flexibility to adjust schedules as the makeup of the students change as new refugee students arrive and current students graduate to the Sheltered ELL program.

2. Describe the process the district will use to replace staff and refresh the teacher pool for this school. [Section I.A.2(a)(ii)]
 - *What locally adopted competencies will be used to measure the effectiveness of staff who can work within the turnaround environment ?*
 - *What is the district's definition of "staff"? Does this include both teachers and paraprofessionals?*
 - *How will the district screen all existing staff ?*
 - *What is the process for determining which staff remains in the school? No more than 50 percent of existing staff can be rehired. What is the current pool of teachers and paras? Determine the 50% threshold of staff in each category that can be rehired.*
 - *How will new staff be selected? Describe criteria used to determine the most effective staff. Describe criteria used in selecting/hiring effective staff.*

Locally adopted competencies include the ability to plan, implement and evaluate curriculum using research-based strategies to improve student learning and the ability to maintain a safe, orderly and positive learning environment. The District's definition of staff includes the teachers who teach the core content subjects of language arts, math, science and social studies. Non-core subjects such as art, music, information and computer technology, and physical education are taught by Axtell Park Middle School staff. There are currently 3 FTE teachers assigned to core content instruction at the Immersion Center.

The District has notified all existing staff that they must reapply for the positions at the Immersion Center. The District has posted openings for a 1.0 FTE highly qualified math teacher, a .5 FTE highly qualified science teacher, and 2.0 FTE highly qualified reading/language arts teachers. After screening and interviewing staff, the District will hire at least 1.5 FTE teachers who are new to the Immersion Center, which will replace 50% of the existing staff.

New staff will be selected based on their certification, their demonstrated ability to individualize instruction, and their interest in working with English Language Learners. Candidates will be asked to bring examples of student work that demonstrate how they individualize and differentiate instruction to match student needs. At least one staff

member must have completed the ENL endorsement. Preference for the other positions will be given to candidates who are willing to complete the ENL endorsement.

3. What strategies are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school? [Section I.A.2(a)(ii)] *(Examples include: financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.)*

Teachers will receive reimbursement for coursework for their ENL endorsement. Teachers will receive pay for time beyond the contract day to participate in collaboration, professional development, curriculum alignment, and extended learning time for students. Teachers will be supported by an ELL Instructional Coach and will have the opportunity to attend at least one national conference every other year.

4. How will the district provide staff ongoing, high-quality, job-embedded professional development?
 - *List resources available to new staff.*
 - *Will there be mentoring program or, literacy and/or math coaches available?*
 - *How will the professional development be aligned with the school's comprehensive instructional program?*
 - *Indicate how the professional development will be designed in collaboration with school staff.*

The District will hire an ELL Instructional Coach with experience and expertise in the Sheltered Instruction Observation Protocol (SIOP) model for teaching language acquisition while also teaching grade level content standards. The Instructional Coach will model and provide feedback for teachers. In addition, the district's middle school math and literacy instructional coaches will provide support for the teachers both in classroom instruction and in aligning the curriculum to content standards. Staff who teach System 44 will have opportunities to collaborate with the other teachers in the District who teach System 44 and its companion program, Read 180. Staff will have the opportunity to attend Scholastic's System 44/Read 180 conference in the summer. Staff will also have the opportunity to attend the Teaching English as a Second or Other Language (TESOL) national conference.

Staff will work with their principal to develop a professional development plan to address other areas of need as part of their annual school improvement plan.

5. Describe the new governance structure that will be adopted for this school.
 - *The structure may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district, hire a "turnaround leader" who reports directly to the Superintendent.*

- *What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) will be provided to the school?*
- *What changes in operational practices will be made?*

The District is reorganizing the Central Administration structure. The current Assistant Superintendent for Curriculum and Human Resources will become the Assistant Superintendent for Curriculum and Instruction and a new Assistant Superintendent for Human Resources and Legal Services will be hired. The Assistant Superintendent for Curriculum and Instruction, who reports directly to the Superintendent, will oversee the turnaround efforts in the District, meeting with the principal at least quarterly to review established performance benchmarks.

Currently, the Immersion Center program is seen as a component of the ELL Program and responsibility for oversight has fallen to the District ELL Coordinator and the District Middle School Curriculum Coordinator. Under the new structure, the principal of the Immersion Center will have greater authority over the daily schedule, the best utilization of staff, and will be given flexibility to determine the timing and amount of summer school and to explore various resources to supplement instruction to increase language acquisition while developing content knowledge.

6. Describe how an instructional program will be determined and designed.
 - *What data will be used to identify the instructional program to be used? How will it be used?*
 - *How will the district ensure that the instructional program is research-based?*
 - *How will vertical alignment from one grade to the next be determined and ensured?*
 - *How will the district ensure alignment with State academic standards?*

In 2009, the District conducted an extensive study of promising practices for English Language instruction. The research revealed that programs that incorporate bilingual instruction where students receive at least part of their content instruction in their native language are the most effective. However, the District's ELL students speak over 52 different languages, making bilingual instruction impractical. Furthermore, new refugee students may speak languages for which there are no interpreters in the region nor written materials available, e.g. Kayah or Karen. Considering this, the most successful instructional method available is Content-based ELL instruction, where all instruction is delivered in English and English language acquisition is integrated with content area instruction. Research shows that one of the most successful methods for delivering this type of instruction is the SIOP model. (Guarino, A.J., Echevarria, J., Short, D., Schick, J.E., Forbes, S. & Rueda, R. (2001). The Sheltered Instruction Observation: Reliability and Validity Assessment. *Journal of Research Education*, 11(1):138-140; Echevarria, J., Vogt, M., and Short, D. 2004. *Making Content Comprehensible for English Learners: The SIOP Model*. Needham Heights, MA: Allyn & Bacon.)

Immersion Center teachers will work with their middle school counterparts to review the existing Immersion Center thematic curriculum and determine the most effective way to align English language acquisition goals with grade level content. The state's content standards have been vertically aligned, so by aligning Immersion Center curriculum with the state's content standards, vertical alignment from one grade to the next will be ensured. The Middle School Curriculum Coordinator, supported by the District's instructional coaches, will oversee the curriculum alignment to ensure that it is properly aligned with State academic standards.

7. Describe the process the district will use to promote the continuous use of student data.
 - *Indicate the use of student data such as from formative, interim, and summative assessments*
 - *How will student data be used to inform and differentiate instruction in order to meet the academic needs of individual students?*

DRA scores, taken at least twice a year, will be used to monitor student progress in reading and place students in appropriate guided reading groups. Students at the lowest reading levels will receive instruction through System 44. The reports that System 44 generates will be used to monitor student progress in decoding and comprehension. Student writing samples will be evaluated at least once a year to determine written language proficiency.

The math teacher will be trained to use Math Recovery assessments to identify gaps in mathematical conceptual development and adjust instruction accordingly. Instructional staff will continue to look for effective ways to determine student mathematical skills, separating math understanding from language proficiency. Staff will also look for additional instructional resources to support students at various stages of math and language proficiency.

All teachers will track individual student progress and will use collaboration time to examine student work and help each other determine the most effective way to address individual student needs.

Summative assessments, the WIDA ACCESS test in February and the Dakota STEP math and reading tests in April, will be used to determine annual progress toward learning goals.

8. Describe how the district will increase learning time.
 - *Indicate how learning time will be increased such as using a longer school day, week, or year schedule.*
 - *Describe the current learning time and the amount of time to be added to significantly increase the total number of school hours (a minimum of 300 additional hours per school year is supported by research) .*

- *Indicate what the additional time will be used for (a) instruction in core academic subjects (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education,, and/or (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.*
- *If extended learning time also includes a before- or after-school instructional program, indicate how the program will be available to all students in the school and provided at a time when most students would be able to participate.*

Learning time for students will be increased by adding 6 weeks of summer school beginning with the 2011-12 school year. Summer School will include a minimum of 4 hours of instruction each day focusing on math, reading, science and language acquisition. The new principal will have the flexibility to determine if the summer school day should be increased beyond 4 hours. Adding summer school will increase student learning time by 120 – 180 hours. Staff will have an additional 3 hours per week during the school year to collaborate, plan and engage in professional development within and across grades and subjects. This will result in 108 hours of additional learning time. In all, learning time will be increased by 228 – 288 hours.

9. How will the school provide appropriate social-emotional and community-oriented services and supports for students?
 - *Describe how the needs of students in this school were analyzed to determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.*
 - *Indicate services offered to students such as: include health, nutrition, or social services that may be provided in partnership with local service providers.*
 - *Indicate other services that may be offered such as a family literacy program for parents who need to improve their literacy skills in order to support their children's learning.*

Teacher interviews, discipline and behavior referrals, school home liaison reports, and the Office of Refugee Resettlement audit report were analyzed to determine the social-emotional and community-oriented services that will be appropriate.

The District will partner with Lutheran Social Services (LSS) to provide training for staff on manifestations of trauma. In addition, the District will work with LSS to provide counseling and mental health services for children who exhibit evidence of Post Traumatic stress disorder.

Immersion Center staff will work with the School Home Liaison assigned to the Immersion Center, the District's ELL Coordinator, and LSS caseworkers to develop monthly parent nights specifically for Immersion Center parents. The purpose of these parent nights will be to help parents understand the role that parents play in American education and how that might differ from the expectations in other countries. Parents will be encouraged to speak up about their challenges in supporting their children's

educational progress even as they struggle to master the English language themselves. Interpreters will facilitate communication and the content of future meetings will be adjusted according to the needs expressed by parents themselves. District and LSS staff will work together to connect parents and children to existing services including Adult Basic Education, community health services, and job skills training.

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

- a. Describe the timeline that addresses the steps the district will take for this school, if it is a Tier I or II school. *Indicate major events and benchmarks for this school over the three year implementation time period, unless a shorter time period is needed and reflected in the budget as well.*

2010-2011 (Year 1)

- May: Screen and hire principal and staff, including ELL Instructional Coach
July: Principal contract begins; Assistant Superintendent for Curriculum and Instruction begins
Aug: First day for staff that are new to the District
Aug: First day for veteran teaching staff
Aug: Inservice – ELL Instructional Coach meet with staff
Aug – June: Instructional Coach provides ongoing support through modeling and feedback
- Sept: First parent night and schedule established for 5 subsequent meetings
Sept: Assistant Superintendent for Curriculum and Instruction meets with principal to establish benchmarks and dates for 3 future meetings
Oct – Jan: Revise and align Immersion Center Curriculum
February: Principal determines summer school schedule
February: WIDA testing
March: Principal completes summative teacher evaluation, determines any teachers who will be transferred or non-renewed
March: Recommendations for math resources completed
April: Dakota STEP testing
April: New staff screened and hired, if necessary
May: Assistant Superintendent has summative review with principal
May-June: Staff complete professional development plan for 2011-2012
June: Staff attend System 44 training
June: Summer school session

2011-2013 (Years 2 & 3)

- July: Receive WIDA and Dakota STEP scores
July/Aug: Summer school session
Aug-June: ELL Instructional Coach supports teachers through modeling and feedback
Sept: First parent night and schedule established for 5 subsequent meetings
Sept: Assistant Superintendent for Curriculum and Instruction meets with principal to establish benchmarks and dates for 3 future meetings
Sept: Data Retreat, begin revising School Improvement Plan
February: WIDA testing
February: Principal determines summer school schedule

March: Principal completes summative teacher evaluation, determines any teachers who will be transferred or non-renewed
 March: Staff attend TESOL conference
 April: Dakota STEP testing
 May: Assistant Superintendent has summative review with principal
 May-June: Staff complete professional development plan for 2012-2013
 June: Summer school session

- (4) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- a. List the reading and math annual goals for this Tier I or II school, if applicable. *The goal must be measurable and specify the indicator (Dakota STEP) that will be used during each of the grant years. A goal that indicates safe harbor requirements may be appropriate (decreasing the non-proficient by 10% from the prior year).*

2010-2011 Reading Goal: Among those students whose scores count toward Adequate Yearly Progress, at least 10% who scored below basic will improve to basic.

2010-2011 Math Goal: Among those students whose scores count toward Adequate Yearly Progress, at least 10% who scored below basic will improve to basic.

(In 2010, 16 students will have scores that count toward Adequate Yearly Progress)

2011-2012 Reading Goal: Among those students whose scores count toward Adequate Yearly Progress, at least 10% who scored below basic will improve to basic.

2011-2012 Math Goal: Among those students whose scores count toward Adequate Yearly Progress, at least 10% who scored below basic will improve to basic.

2012-2013 Reading Goal: Among those students whose scores count toward Adequate Yearly Progress, at least 10% who scored below basic will improve to basic.

2012-2013 Math Goal: Among those students whose scores count toward Adequate Yearly Progress, at least 10% who scored below basic will improve to basic.

- (5) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. *Describe in detail how the SIG funds will be used*

to improve academic achievement in this school, if it is a Tier III school. Indicate how these activities are designed to meet the specific needs of this school, its teachers, and its students.

Not applicable.

- (6) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Identify the stakeholders for this school and describe the consultation that took place. *Describe consultation with school administration, teachers and other staff, and parents and community members. Indicate when and how the consultation took place within the timeframe of February and March while developing the LEA application for SIG funds.*

All Title I principals met with the Federal Programs Coordinator on February 5 for an overview of the School Improvement Grant process and the 4 models required for Tier 1 or Tier 2 schools. On March 2, following word from the state that the Axtell Immersion Center had been placed on the list of Persistently Lowest Achieving schools, Dr. Pam Homan, Dr. Fred Aderhold, Kevin Dick, Steve Cain, and Ann Smith met to discuss the four models required for Tier 1 schools as defined in the School Improvement Grant. Following further review of the models and research into the feasibility of implementing them, Dr. Homan determined that the Turnaround Model would be most appropriate. On March 19, 2010, Ann Smith and JoJean Callison met with the staff of the Immersion Center to explain the 4 models and how the decision was made to implement the Turnaround Model. On March 29, 2010, a committee consisting of Immersion Center teachers Susan Torres, Melissa Honkomp-Grogan, and Stephanie Ayers; Parents Jean-Claude Diaminda and Adil Abdulhassan; Axtell Park Middle School Assistant Principal JoJean Callison and Federal Programs Coordinator Ann Smith analyzed student and teacher data, program data, and parent and community data to establish appropriate measures for student progress and ongoing program evaluation. On April 8, 2010, ELL Coordinator Kevin Dick and Federal Programs Coordinator Ann Smith met with Donna Magnusson to review the report from the Office of Refugee Resettlement audit conducted in November 2009 and discuss opportunities for addressing the mental health and acculturation needs of students and their parents.

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Complete the budget for this particular school.

Project Year 1: July 1, 2010 – June 30, 2011

Tier I – Turnaround

*** indicates expense is District-level and will support Tier III schools as well**

Personnel:

Use locally adopted competencies to review and select staff

Teacher: \$41,540 @ .5 FTE = \$20,770

Provide job-embedded PD designed to build capacity and support staff

ELL Instructional Coach: \$41,540 @ 1 FTE = \$41,540*

Social-emotional and community-oriented services and supports

Teacher hourly for Parent Nights 24 hours @ \$19.59 = \$ 470

Increase learning time for students

Summer School Teachers 98 hours X \$26.29 X 3 teachers = \$ 7,729

Summer School – School Home Liaison 60 hours X \$24 = \$ 1,440

Summer School – Paraprofessionals 80 hours X \$10 X 2 paras = \$ 1,600

Increase learning time for staff

Time beyond the contract day 88 hours X \$26.29 X 4 = \$ 9,254

Employee Benefits:

Use locally adopted competencies to review and select staff

Teacher

Insurance, Retirement, Social Security, Medicare \$20,770 X 30% = \$ 6,231

Provide job-embedded PD designed to build capacity and support staff

ELL Instructional Coach

Insurance, Retirement, Social Security, Medicare \$41,540 X 30%= \$12,462*

Social-emotional and community-oriented services and supports

Teacher hourly for Parent Nights

Social Security, Medicare \$534 X 13.65% = \$ 64

Increase learning time for students

Summer School Teachers

Social Security, Medicare \$ 7,729 X 13.65% = \$ 1,055

Summer School – School Home Liaison

Social Security, Medicare \$ 1,380 X 13.65% = \$ 197

Summer School – Paraprofessionals

Social Security, Medicare \$ 1,464 X 13.65% = \$ 218

Increase learning time for staff		
Time beyond the contract day		
Social Security, Medicare	\$ 9,254 X 13.65%	\$ 1,263

Travel:

Increase learning time for students		
Summer School Transportation	\$180 X 20 days	\$ 3,600
Summer School Field Trips	\$100 X 5	\$ 500

Equipment:

Select and implement an instructional model based on student needs

Technology to support math and science		\$10,000
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Supplies:

Select and implement an instructional model based on student needs

Supplies to implement SIOP instruction		\$ 8,000
(e.g. leveled nonfiction reading materials for math and science; software)		

Social-emotional and community-oriented services and supports		
Food, books, paper and resources to support parent nights		\$ 9,600

Contractual:

Social-emotional and community-oriented services and supports		
Interpreters for Parent Nights	24 hours X \$25 X 5 interpreters	\$ 3,000

Professional Development:

Social-emotional and community-oriented services and supports		
Staff Training for manifestations of trauma	trainer fee	\$ 2,000*
Select and implement an instructional model based on student needs		
SIOP Institute training	(Pearson fee)	\$15,000*
Supplies to support SIOP Training	(100 books @ \$50)	\$ 5,000*
Teacher hourly for time beyond contract	(180 hours X \$19.59)	\$ 3,526
Social Security, Medicare for hourly	(\$3,134 X .1365)	\$ 481

Project Year 2: July 1, 2011 – June 30, 2012

Tier I – Turnaround

*** indicates expense is District-level and will support Tier III schools as well**

Personnel:

Use locally adopted competencies to review and select staff		
Teacher:	\$42,786 @ .5 FTE =	\$21,393
Provide job-embedded PD designed to build capacity and support staff		
ELL Instructional Coach:	\$42,786 @ 1 FTE =	\$42,786*
Social-emotional and community-oriented services and supports		
Teacher hourly for Parent Nights	24 hours @ \$19.79 =	\$ 475

Increase learning time for students

Summer School Teachers	98 hours X \$26.55 X 3 teachers =	\$ 7,806
Summer School – School Home Liaison	60 hours X \$25 =	\$ 1,483
Summer School – Paraprofessionals	80 hours X \$10.30 X 2 paras =	\$ 1,648

Increase learning time for staff

Time beyond the contract day	88 hours X \$26.55 X 4 =	\$ 9,346
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Employee Benefits:

Use locally adopted competencies to review and select staff

Teacher

Insurance, Retirement, Social Security, Medicare	\$21,393 X 30% =	\$ 6,418
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Provide job-embedded PD designed to build capacity and support staff

ELL Instructional Coach

Insurance, Retirement, Social Security, Medicare	\$42,786 X 30%=	\$ 12,836*
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Social-emotional and community-oriented services and supports

Teacher hourly for Parent Nights

Social Security, Medicare	\$475 X 13.65% =	\$ 65
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Increase learning time for students

Summer School Teachers

Social Security, Medicare	\$ 7,806 X 13.65% =	\$ 1,052
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Summer School – School Home Liaison

Social Security, Medicare	\$ 1,483 X 13.65% =	\$ 202
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Summer School – Paraprofessionals

Social Security, Medicare	\$ 1,648 X 13.65% =	\$ 225
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Increase learning time for staff

Time beyond the contract day

Social Security, Medicare	\$ 9,346 X 13.65%	\$ 1,276
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Travel:

Increase learning time for students

Summer School Transportation	\$180 X 20 days	\$ 3,600
Summer School Field Trips	\$100 X 5	\$ 500

Supplies:

Select and implement an instructional model based on student needs

Supplies to implement SIOP instruction	\$ 8,000
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(e.g. leveled nonfiction reading materials for math and science; software)

Social-emotional and community-oriented services and supports

Food, books, paper and resources to support parent nights	\$ 9,600
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Contractual:

Social-emotional and community-oriented services and supports

Interpreters for Parent Nights 24 hours X \$25 X 5 interpreters \$ 3,000

Professional Development:

Social-emotional and community-oriented services and supports

Staff Training for manifestations of trauma trainer fee \$ 2,000*

Select and implement an instructional model based on student needs

SIOP Institute Training (Pearson Fee) \$15,000*

Teacher hourly for time beyond contract (180 hours X \$19.79) \$ 3,562

Social Security, Medicare for hourly (\$3,134 X .1365) \$ 486

Project Year 3: July 1, 2012 – June 30, 2013

Tier I – Turnaround

*** indicates expense is District-level and will support Tier III schools as well**

Personnel:

Use locally adopted competencies to review and select staff

Teacher: \$44,070 @ .5 FTE = \$22,035

Provide job-embedded PD designed to build capacity and support staff

ELL Instructional Coach: \$44,070 @ 1 FTE = \$44,070*

Social-emotional and community-oriented services and supports

Teacher hourly for Parent Nights 24 hours @ \$19.99 = \$ 480

Increase learning time for students

Summer School Teachers 98 hours X \$26.81 X 3 teachers = \$ 7,882

Summer School – School Home Liaison 60 hours X \$25.46= \$ 1,528

Summer School – Paraprofessionals 80 hours X \$10.61 X 2 paras = \$ 1,698

Increase learning time for staff

Time beyond the contract day 88 hours X \$26.81 X 4 = \$ 9,437

Employee Benefits:

Use locally adopted competencies to review and select staff

Teacher

Insurance, Retirement, Social Security, Medicare \$22,035 X 30% = \$ 6,611

Provide job-embedded PD designed to build capacity and support staff

ELL Instructional Coach

Insurance, Retirement, Social Security, Medicare \$44,070 X 30%= \$ 13,221*

Social-emotional and community-oriented services and supports

Teacher hourly for Parent Nights		
Social Security, Medicare	$\$480 \times 13.65\% =$	\$ 65

Increase learning time for students

Summer School Teachers		
Social Security, Medicare	$\$ 7,882 \times 13.65\% =$	\$ 1,076
Summer School – School Home Liaison		
Social Security, Medicare	$\$ 1,528 \times 13.65\% =$	\$ 209
Summer School – Paraprofessionals		
Social Security, Medicare	$\$ 1,698 \times 13.65\% =$	\$ 232

Increase learning time for staff

Time beyond the contract day		
Social Security, Medicare	$\$ 9,437 \times 13.65\%$	\$ 1,288

Travel:

Increase learning time for students

Summer School Transportation	$\$180 \times 20 \text{ days}$	\$ 3,600
Summer School Field Trips	$\$100 \times 5$	\$ 500

Supplies:

Select and implement an instructional model based on student needs

Supplies to implement SIOP instruction		\$ 8,000
(e.g. leveled nonfiction reading materials for math and science; software)		

Social-emotional and community-oriented services and supports

Food, books, paper and resources to support parent nights		\$ 9,600
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Contractual:

Social-emotional and community-oriented services and supports

Interpreters for Parent Nights	$24 \text{ hours} \times \$25 \times 5 \text{ interpreters}$	\$ 3,000
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Professional Development:

Social-emotional and community-oriented services and supports

Staff Training for manifestations of trauma	trainer fee	\$ 2,000*
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Select and implement an instructional model based on student needs

Teacher hourly for time beyond contract	$(180 \text{ hours} \times \$19.99)$	\$ 3,598*
Social Security, Medicare for hourly	$(\$3,598 \times .1365)$	\$ 491*

**South Dakota Department of Education
Budget Information
American Reinvestment and Recovery Act (ARRA)
Title I School Improvement 1003(g)**

Name of School: Axtell Immersion Center

Budget Summary

Budget Categories	Project Year 1 7/01/10-6/30/11 (a)	Project Year 2 7/01/11-6/30/12 (b)	Project Year 3 7/1/12-6/30-13 (c)	Project Total (f)	
1. Personnel	\$82,804	\$84,937	\$87,130	\$254,871	
2. Employee Benefits	\$21,490	\$22,074	\$22,702	\$66,266	
3. Travel	\$4,100	\$4,100	\$4,100	\$12,300	
4. Equipment	\$10,000	\$0	\$0	\$10,000	
5. Supplies	\$17,600	\$17,600	\$17,600	\$52,800	
6. Contractual	\$3,000	\$3,000	\$3,000	\$9,000	
7. Professional Development	\$26,007	\$21,048	\$6,089	\$53,144	
8. Total Direct Costs (line 1-7)	\$165,001	\$152,759	\$140,621	\$458,381	
9. Indirect Costs*	\$3,130	\$3,086	\$2,841	\$9,057	
10. Total Costs (lines 8-9)	\$168,131	\$155,845	\$143,462	\$467,438	

*Use restricted indirect cost rate (same rate as regular Title I program)